Patterson High School

Teacher: Ms. Nichols Lesson Date:

Subject: Government Unit Title: Civil Rights + Civil Liberties

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  1.2.1, 1.1.1  **Common core: informational texts** | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  SWBAT evaluate the flexibility of the first amendment in Hazelwood v. Kuhlmeier by reviewing the 5 freedoms of the first amendment and taking an opinion on censorship, taking notes on ***Hazelwood v. Kuhlmeier*** , becoming editors of a school newspaper, completing a written assessment. | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Do now:**  *Imagine the following three stories were to appear in the Patterson Press (our school newspaper). For each article, answer the following 2 questions:*   1. *Would you read this article?* 2. *Should this article be published in a school newspaper?* | | Activate prior knowledge—censorship |
| 7 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will CFU the 5 freedoms of the first amendment and then explain **censorship’s limits** on the first amendment. Students will assist teacher in defining censorship through brief visual discovery. | | * Display Object/Picture   Review |
| 7  mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Students will explore the court case through the use of a cartoon and guiding questions.   |  |  | | --- | --- | | What **events** led to the case being brought to the Supreme Court?  (1 point each) (1.2.1) | The May 13, 1983 issue proofs, delivered to Principal Reynolds on May 10, contained stories about teenage pregnancy and divorce. The principal was concerned about identities of students and content not being appropriate. | | What **amendment** was challenged?  (1/2 point each) (1.1.1) | First amendment | | What does that **amendment mean**?  (1/2 point each) (1.1.1) | In this case, freedom of speech + freedom of the press | | What was the **outcome** of the case?  (1 point each) (1.2.1) | The Supreme Court decided that school newspapers can be censored for educational purposes, and since the school was paying for the paper the editors first amendment rights weren’t as protected. | | | * Reading |
| 7 mins | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Student leader will “teach” class by writing in the answers for the GO on the white board; teacher will coach and ask clarifying questions as needed. Teacher will have students predict the outcome of the case, then will explain the result; students will add this to their notes. | |  |
| 20 mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Would you publish this? Students become editors of the school newspaper. First they preview two article topics and think-pair-share if they would publish this article. Then students read **one** of the articles and answer the following questions, followed by sharing with their partner, then whole class.   1. What was the controversial issue with the article(s)? 2. What happened because the school ran the article? 3. What might happen if an article like this was published at Patterson? 4. As the editor of the Patterson Press, would you publish this article? | | * Practice Active Reading Strategies |
| 10  mins | **Practice Alone/ Evaluate Understanding/Assessment**: *(“You do”/teacher monitors and facilitates.)*  Written assessment: In a complete paragraph, answer the following questions:  *Describe the events and outcome of the Supreme Court case Hazelwood v. Kuhlmeier. In your opinion, should students be able to read and access controversial topics in a school newspaper? Explain your reasoning.* | | * Draft Writing |
| 5  mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Ball toss—why does this matter? Students toss ball to each person in the room to share out on why the day’s material matters (skills or content) OR to summarize the day’s lesson in one sentence. | | * Other |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)* | | * Review |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  PP slides, print outs of GO, paper for article responses and paragraph assessment |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |